

EAU CLAIRE HIGH

4800 Monticello Rd.
Columbia, SC 29203

GRADES 9-12 High School

ENROLLMENT 1,045 Students

PRINCIPAL Coleman Barbour

803-735-7600

SUPERINTENDENT Dr. Ronald L. Epps

803-231-7500

BOARD CHAIR Vince Ford

803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

4

7

6

2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Excellent	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Below Average	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	50.0	40.8	41.2	57.5	54.7	55.5
Passed 2 subtests	20.5	25.1	20.9	20.0	19.6	20.6
Passed 1 subtest	17.8	20.1	24.3	13.1	14.9	14.1
Passed no subtests	11.6	14.0	13.0	9.4	10.9	9.5

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	118	86.4	120	2.5	178	51.7
Gender						
Male	34	82.4	49	2.0	66	42.4
Female	82	87.8	71	2.8	112	57.1
Race or Ethnic Group						
African American	116	86.2	120	2.5	175	52.6
Hispanic	N/A	N/A	0	N/A	0	N/A
White	N/A	N/A	0	N/A	3	I/S
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	1	I/S	17	0.0	25	8.0
Students without disabilities	117	86.3	103	2.9	153	58.8
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	120	2.5	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	110	87.3	120	2.5	178	51.7
Lunch Status						
Subsidized meals	54	88.9	63	0.0	97	50.5
Full-pay meals	64	84.4	57	5.3	81	53.1

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	2.5	5.9
Seniors who met the SAT requirement	2.5	6.0
Seniors who met the grade point average	33.3	45.4

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 1,045)				
Retention rate	21.5%	Down from 22.9%	8.5%	7.3%
Attendance rate	94.2%	Down from 95.0%	95.4%	95.5%
Eligible for gifted and talented	4.3%	Down from 4.6%	4.6%	5.1%
With disabilities other than speech	14.1%	Up from 13.8%	13.7%	12.2%
Older than usual for grade	11.7%	Down from 19.7%	12.9%	10.1%
Suspended or expelled	7.2%	Down from 15.7%	2.4%	2.3%
Enrolled in AP/IB programs	11.4%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	4.6%	Down from 5.8%	3.6%	2.7%
Career/technology students in co-curricular organizations	1.5%	Up from 1.3%	2.3%	3.2%
Enrollment in career/technology center courses	540	Down from 580	309	433
Students participating in worked-based experiences	70.9%	Up from 28.0%	19.4%	26.3%
Career/technology students mastering core competencies	59.9%	Up from 56.4%	70.8%	74.9%
Career/technology completers placed	N/A	N/A	97.2%	99.5%

Teachers (n= 63)

Teachers with advanced degrees	41.3%	Up from 39.7%	42.4%	51.7%
Continuing contract teachers	54.0%	Down from 65.1%	75.1%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	76.6%	Up from 76.3%	81.8%	85.1%
Teacher attendance rate	95.0%	Up from 93.5%	95.8%	95.8%
Average teacher salary	\$39,200	Up 2.7%	\$37,784	\$40,303
Prof. development days/teacher	6.5 days	Down from 6.9 days	10.0 days	10.3 days

School

Principal's years at school	0.5	Down from 1.0	3.0	3.0
Student-teacher ratio	29.0 to 1	Up from 17.1 to 1	25.1 to 1	26.2 to 1
Prime instructional time	88.1%	Up from 87.7%	89.8%	90.1%
Dollars spent per pupil*	\$6,748	Down 7.1%	\$6,597	\$6,279
Percent spent on teacher salaries*	51.7%	Up from 50.9%	53.1%	57.8%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	92.9%	Up from 70.9%	82.2%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Eau Claire High School's goals include improving student achievement and increasing student exposure to and appreciation of the fine arts. In the 2002-03 school year, 99% of our students were African-American, with 436 males and 497 females. Of 110 seniors, 50% plan to attend either a two-year school or college. This graduating class, which has one Palmetto Scholar, was offered more than \$3,000,000 in scholarships and financial aid.

During the 2002-03 school year, students participated in programs designed to improve academic performance. Students received tutorial help through two homework centers and through KAPLAN and Saturday school workshops.

Safety and discipline also are factors in improving academic success. ECHS ran an In-school Suspension and a Saturday detention program. Students themselves took responsibility by leading and participating in Project Goal's Peer Mediation/Conflict Resolution and Teen Court programs.

Students were involved in extracurricular activities. They participated in the community's Renaissance Festival. The marching band and the NJROTC both won national awards. Both the boys' and girls' track teams won the Region I, 3A championships, and the boys' track team also won the 3A Upper State and 3A State Championships.

Faculty were involved in professional development programs emphasizing classroom management and Arts Integration/Infusion, and teachers attended a variety of other conferences. One media specialist received National Board Certification.

ECHS had community support. Columbia College and ECHS have partnered, and stakeholders worked on ECHS's strategic plan as a school for the arts. Community members and organizations held parental involvement workshops and published a parent newsletter. Omega Psi Fraternity and 100 Black Men provided mentoring opportunities for our students.

ECHS will continue to concentrate on student achievement. Students needing support in English and/or math will take classes that support their remediation needs. ECHS has applied for a grant to allow students to be placed in small learning communities. Professional development will support academic rigor. Emphasis will be placed on finalizing the strategic plan with Columbia College to infuse the arts.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

Interim Principal Dr. Carlos Smith

	Teachers	Students	Parents
Number of surveys returned	60	127	14
Percent satisfied with learning environment	53.3%	54.4%	57.1%
Percent satisfied with social and physical environment	70.7%	60.7%	71.4%
Percent satisfied with home-school relations	41.4%	74.3%	71.4%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.